

FlashFocus

Fast insights for curious brains

FlashFocus showcases recent research and resources.
Read on to discover the latest from the Center.

Happy ADHD Awareness Month!

Do You Follow Us on Social Media?

We love *thinking differently* throughout the year, especially this past month. Check out our recent posts, highlighting key facts about girls and women with ADHD.

Stay connected with the [Duke Center for Girls & Women with ADHD](#) for the latest updates, research highlights, and stories that inspire on [Instagram](#), [Facebook](#), and [LinkedIn](#).

Follow along as we continue to empower and support girls and women with ADHD — and their communities — every step of the way.

ADHD
AWARENESS MONTH 



Back-to-School Webinar Wrapup

One way we celebrated ADHD Awareness Month was through an ADHD *back-to-school* webinar.

During the webinar, we shared resources — such as this infographic about educational

Duke Center for Girls & Women
with ADHD

EDUCATIONAL SUPPORT IEPs and 504 Plans

WITH SPECIAL CONSIDERATIONS FOR GIRLS WITH ADHD

ADHD can have a substantial impact on children and teens at school. Many students with ADHD may need more educational support than what is provided through the general education system. This support may come in the form of an Individualized Education Program (IEP) or a Section 504 Plan, formal educational supports mandated by federal laws designed to protect the rights of students with disabilities.

ADHD can often look different in girls compared to boys with ADHD. Educational support plans should address the ways that ADHD symptoms may present differently from girl to girl.

ACCOMMODATIONS FOR GIRLS WITH ADHD MAY INCLUDE:

- Permission for frequent planned breaks in class, for girls who lose focus easily
- Check-ins with a school counselor to learn ways to manage mood or anxiety, for girls who need emotional support
- Participation in a small social group to learn friendship skills, for girls who are impulsive with peers
- Seating near the teacher and away from distractions such as windows and high traffic areas, for girls who are easily distracted
- Teacher-provided checklist to help keep up with daily classroom routines, for girls who struggle with remembering
- A reward system for following classroom rules about social vs. quiet time, for girls who are excessively chatty during quiet work times

WHAT EXACTLY ARE IEPs AND 504 PLANS?

IEP

Outlined in the Individuals with Disabilities Act (IDEA), the IEP is a law that protects the rights of students with disabilities. It indicates that students (K-12th grade) who have a disability that negatively impacts their education should receive specialized educational services. Students must meet one of 14 qualifying disabilities to be eligible.

504

The Section 504 Plan was outlined in the Rehabilitation Act of 1973, a law that prohibits discrimination. This law indicates that people with disabilities should not be discriminated against in settings that receive federal funding, including public schools.

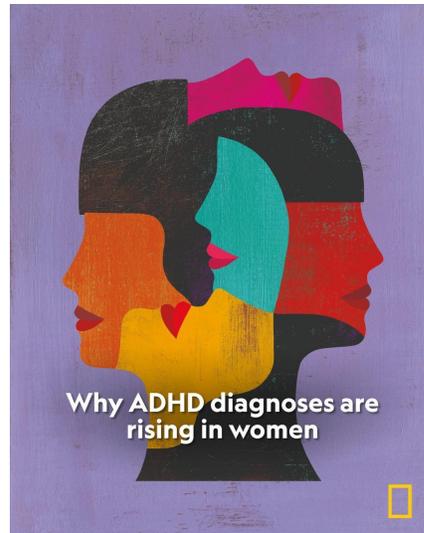
[Join the Champions Circle!](#)

supports in the classroom for students with ADHD — and insight into how the Center is supported through philanthropy. Every donation allows us to continue our mission in making the future a better place for girls and women with ADHD. [Please consider donating and supporting the Center today!](#)

Want to join our next webinar or virtual event? Sign up to be a part of our [Champions Circle](#) today.

National Geographic Article

The Duke Center for Girls & Women with ADHD's Dr. Julia Schechter was recently featured in a *National Geographic* article discussing ADHD in girls and women, and the challenges surrounding recognition, diagnosis, and treatment. She emphasized how inattentive symptoms that girls often express “are not what teachers are calling home about,” which can create misunderstanding for parents, teachers, and providers.



[Read the article](#)

Note: the article is behind a paywall

Support the Center

Together, let's create a brighter future for girls and women with ADHD.

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